**PP1 MATHEMATICS ACTIVITIES SCHEME OF WORK TERM TWO**

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| WE EK | LES SO N | STRA ND | S- STRAND | SPECIFIC LEARNINIG OUTCOMES | KEY INQURY QUESTION S | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE S | ASSESSME N | REFLECTIO N |
| 2 | 1-2 | NUM  BER S | Countin g concrete objects | By the end of the sub-strand, the learner should be able to  count concrete objects 1-3 for development of numeracy skills and associating a group of objects with a number symbol | How many objects are these? | Critical thinking and problem solving | Honesty unity | Learners demonstrate counting objects  1-3 | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Countin  g  concrete objects | By the end of the  sub-strand, the  learner should be able to  count concrete objects 3-6 for  development of numeracy skills and associating a group of objects with a number symbol | How  many  objects are these? | Critical thinking  and problem  solving | Honesty  unity | Learners  demonstrate  counting objects  3-6 | Charts  realia | Observatio  oral questions |  |
|  | 5 |  | Countin  g concrete objects | By the end of the  sub-strand, the learner should be able to | How  many objects are these? | Critical thinking  and problem solving | Honesty  unity | Learners demonstrate counting objects | Charts  realia | Observatio  oral questions |  |

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|  |  |  |  | count concrete objects 6-9 for development of  numeracy skills and associating a group  of objects with a number symbol |  |  |  | 6-9 |  |  |  |
| 3 | 1-2 |  | Countin g  concrete  objects | By the end of the sub-strand, the  learner should be  able to  demonstrate one to one correspondence while counting  concrete objects | How many  learners  are in your group | Critical thinking and problem  solving | Honesty unity | Learners play counting games  involving  counting objects  1-9  Learners match numerals with  concrete objects for numbers 1-9 | Charts  Realia | Observatio oral questions |  |
|  | 3-4 |  | Countin  g concrete objects | By the end of the  sub-strand, the learner should be able to  enjoy counting concrete objects  within their  environment | How  many learners  are in your group | Critical thinking  and problem solving | Honesty  unity | In groups or  pairs, individually, learners count people or objects in their class up to 9. | Charts  realia | Observatio  oral questions |  |
|  | 5 |  | Countin  g  concrete objects | By the end of the  sub-strand, the  learner should be able to  appreciate the use of one to one  correspondence in | How  many  learners  are in your group | Critical thinking  and problem  solving | Honesty  unity | In groups or  pairs,  individually, learners count people or objects in their class up to 9. | Charts  realia | Observatio  oral questions |  |

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|  |  |  |  | real life situations |  |  |  |  |  |  |  |
| 4 | 1-2 |  | Number sequenci ng | By the end of the  sub-strand, the learner should be able to:  identify number  symbols 1-3 as indicated on number cards or charts for development of numeracy skills and for ordering  numbers | How  many learners  are in your group | Critical thinking  and problem solving | Honesty  unity | Learners  randomly pick number cut outs/number cards from a pile and identify the number | Charts  realia | Observatio  oral questions |  |
|  | 3-4 |  | Number sequenci ng | By the end of the sub-strand, the learner should be  able to:  identify number symbols 3-6 as  indicated on number  cards or charts for development of numeracy skills and for ordering numbers | How many learners  are in your group | Critical thinking and problem solving | Honesty unity | Learners randomly pick number cut  outs/number cards from a pile and identify the number | Charts realia | Observatio oral questions |  |
|  | 5 |  | Number sequenci ng | By the end of the sub-strand, the learner should be able to  identify number symbols 6-9 as indicated on number | How many learners  are in your  group | Critical thinking and problem solving | Honesty unity | Learners randomly pick number cut outs/number  cards from a pile and identify the number | Charts realia | Observatio oral questions |  |

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|  |  |  |  | cards or charts for development of numeracy skills and  for ordering numbers  : |  |  |  |  |  |  |  |
| 5 | 1-2 |  | Number sequenci ng | By the end of the sub-strand, the learner should be  able to:  arrange number cards in sequence 1-  4 | How many learners  are in your  group | Critical thinking and problem solving | Honesty unity | Learners demonstrate arranging  numbers in  sequence 1-4 | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Number sequenci ng | By the end of the sub-strand, the learner should be  able to:  arrange number cards in sequence 5-  9 | How many learners  are in your group | Critical thinking and problem solving | Honesty unity | Learners demonstrate arranging  numbers in sequence 5-9 | Charts realia | Observatio oral questions |  |
|  | 5 |  | Number sequenci ng | By the end of the  sub-strand, the learner should be able to:  arrange number  cards in sequence for completing sequence puzzles | How  many learners  are in your group | Critical thinking  and problem solving | Honesty  unity | A few learners  demonstrate arranging numbers 1-9 in sequence | Charts  realia | Observatio  oral  questions |  |

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| 6 | 1-2 |  | number writing | By the end of the sub-strand, the learner should be  able to:  identify number  symbols 1- 4 for development of numeracy skills | How do we write this  number symbol (1,  2, 3, 4, 5,  6, 7, 8, 9) | Critical thinking and problem solving | Honesty unity | Teacher demonstrates number  formation from number cut outs | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | number  writing | By the end of the  sub-strand, the  learner should be able to:  identify number symbols 5- 9 for  development of numeracy skills | How do  we write  this number symbol (1,  2, 3, 4, 5,  6, 7, 8, 9) | Critical thinking  and problem  solving | Honesty  unity | Teacher  demonstrates  number formation from number cut outs | Charts  realia | Observatio  oral questions |  |
|  | 5 |  | number writing | By the end of the sub-strand, the  learner should be able to:  join dots to form number symbols 1-9 on a surface | How do we write  this number  symbol (1,  2, 3, 4, 5,  6, 7, 8, 9) | Critical thinking and problem  solving | Honesty unity | Learners Join dots to form  number symbols up to 9 | Charts realia | Observatio oral questions |  |
| 7 | 1-2 |  | number  writing | By the end of the  sub-strand, the  learner should be able to:  trace number symbol cut-outs 1-9  on a surface | How do  we write  this number symbol (1,  2, 3, 4, 5,  6, 7, 8, 9) | Critical thinking  and problem  solving | Honesty  unity | In groups or  pairs,  individually, learners trace number cut-outs up to 9 | Charts  realia | Observatio  oral questions |  |

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|  | 3-4 |  | number  writing | By the end of the  sub-strand, the learner should be  able to:  model number symbols 1-9 using  materials in their environment | How do  we write this  number  symbol (1,  2, 3, 4, 5,  6, 7, 8, 9) | Critical thinking  and problem solving | Honesty  unity | In groups or  pairs, individually,  learners model  number symbols to at least 9 | Charts  realia | Observatio  oral questions |  |
|  | 5 |  | number writing | By the end of the sub-strand, the learner should be able to:  write number symbols 1-9 on a surface | How do we write this number  symbol (1,  2, 3, 4, 5,  6, 7, 8, 9) | Critical thinking and problem solving | Honesty unity | Learners write number symbols  1-9 on a surface | Charts realia | Observatio oral questions |  |
| 8 | 1-2 |  | Number puzzle | By the end of the  sub-strand, the learner should be able to  identify different parts of numerals 1- for development of number concept | Which  number can be  formed  using these  pieces | Critical thinking  and problem solving | Honesty  unity | Learners look at  and talk about different parts of  number symbols | Charts  realia | Observatio  oral questions |  |
|  | 3-4 |  | Number  puzzle | By the end of the  sub-strand, the  learner should be able to  identify different | Which  number  can be formed using | Critical thinking  and problem  solving | Honesty  unity | Learners look at  and talk about  different parts of number symbols | **Charts**  **realia** | Observatio  oral  questions |  |

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|  |  |  |  | parts of numerals 5-  9 for development of number concept | these pieces |  |  |  |  |  |  |
|  | 5 |  | Number puzzle | By the end of the sub-strand, the learner should be able to  join different parts  of numbers to form complete number symbols 1-9 | Which number can be  formed using these pieces | Critical thinking and problem solving | Honesty unity | Demonstrate how to join different parts of numerals  to form a complete numeral | Charts realia | Observatio oral questions |  |
| 9 | 1-2 |  | Number  puzzle | By the end of the  sub-strand, the learner should be  able to  relate number symbols 1-9 with the objects in the environment | Which  number  can be formed using these pieces | Critical thinking  and problem  solving | Honesty  unity | In pairs or groups  learners join  different parts of number symbols to form a complete numeral | Charts  realia | Observatio  oral questions |  |
|  | 3-4 |  | Number  puzzle | By the end of the  sub-strand, the learner should be  able to  enjoy completing  number puzzles and relate number  symbols with the objects in the environment for enjoyment | Which  number  can be formed using these pieces | Critical thinking  and problem  solving | Honesty  unity | Learner listen to  and sing songs on  number symbols as they complete the number numeral | Charts  realia | Observatio  oral questions |  |
|  | 5 |  | Number | By the end of the | Which | Critical thinking | Honesty | Learners | Charts | Observatio |  |

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|  |  |  | puzzle | sub-strand, the learner should be able to  use ICT to complete number puzzles 1-9 | number can be formed  using these  pieces | and problem solving | unity | complete number puzzles using  ICT | realia | oral questions |  |
| 10 | 1-2 | MEA  SUR EME NT | Sides of objects | By the end of the sub-strand, the learner should be  able to  identify different sides of objects in the environment | Which of these sides is longer/  shorter | Critical thinking and problem solving | Honesty unity | Guide learners to talk about different sides of  objects in the  environment | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Sides of objects | By the end of the sub-strand, the learner should be  able to  name different sides of objects in the  environment | Which of these sides is longer/  shorter | Critical thinking and problem solving | Honesty unity | Guide learners to talk about different sides of  objects in the environment | Charts realia | Observatio oral questions |  |
|  | 5 |  | Sides of  objects | By the end of the  sub-strand, the learner should be able to differentiate sides of objects | Which of  these sides is longer/ shorter | Critical thinking  and problem solving | Honesty  unity | Guide learners to  compare objects with different sides | Charts  realia | Observatio  oral  questions |  |
| 11 | 1-2 |  | Sides of objects | By the end of the sub-strand, the  learner should be  able to | Which of these sides  is longer/  shorter | Critical thinking and problem  solving | Honesty unity | Few learners demonstrate  comparison of  objects with | Charts realia | Observatio oral questions |  |

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|  |  |  |  | play with objects with different sides |  |  |  | different sides |  |  |  |
|  | 3-4 |  | Sides of objects | By the end of the sub-strand, the learner demonstrate  comparison of objects with different sides should be able to | Which of these sides is longer/ shorter | Critical thinking and problem solving | Honesty unity | Few learners demonstrate comparison of objects with  different sides | Charts realia | Observatio oral questions |  |
|  | 5 |  | Sides of  objects | By the end of the  sub-strand, the  learner should be able to  enjoy measuring sides of objects  using arbitrary units such as hand, feet etc. | Which of  these sides  is longer/  shorter | Critical thinking  and problem  solving | Honesty  unity | In groups or  pairs,  individually, learners measure sides of objects using arbitrary units (hand, foot, sticks | Charts  realia | Observatio  oral questions |  |
| 12 |  |  | Mass | By the end of the  sub-strand, the  learner should be able to:  lift different objects in their environment. | What can  you say  about this object | Critical thinking  and problem  solving | Honesty  unity | Demonstrate  lifting objects of  different mass. Few learners demonstrate lifting objects of different mass | Charts  realia | Observatio  oral  questions |  |
|  |  |  | Mass | By the end of the  sub-strand, the  learner should be able to: | What can  you say  about this object | Critical thinking  and problem  solving | Honesty  unity | Demonstrate  lifting objects of  different mass. Few learners | Charts  realia | Observatio  oral  questions |  |

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|  |  |  |  | compare heavy and light objects in the environment |  |  |  | demonstrate lifting objects of different mass |  |  |  |
|  |  |  | Mass | By the end of the sub-strand, the learner should be  able to: demonstrate lifting objects of different mass | What can you say about this  object | Critical thinking and problem solving | Honesty unity | Demonstrate lifting objects of different mass.  Few learners demonstrate lifting objects of different mass | Charts realia | Observatio oral questions |  |
| 13  &1  4 | CA  T |  |  | CAT | CAT | CAT | CAT | CAT |  |  |  |